

6	Education and science policy
10	Cultural, sports and youth policy
17	International activities
18	Administration
21	Statistics

# Executive overview

As it started its term in summer 2011, Prime Minister Katainen's government stated that one of its goals was making Finland the most competent nation in the world by 2020. The aim is that Finland will be ranked among the leading group of OECD countries in key comparisons of competences of young people and adults, in a low incidence of dropping out of school, and in the proportion of young people of working age with a higher education.


All education, science, culture, sport and youth work will be informed by the principle of equality. Every citizen should have equal access to services of a uniform quality. The reduction of poverty, inequality and social exclusion is one of the priorities of the Government Programme.

The first steps to implementing the Government Programme have been taken on many levels. The quality of basic education was enhanced. The underpinning principle of general education is ensuring the basic security of education for everyone. Increases in the offering of vocational edu-

cation and training were guided by labour market needs. Other projects that were prepared during the year included polytechnics reform and the reforms of student admissions to higher education and the funding model of universities. During the reporting year, an Education and Research Development Plan was adopted for 2011–2016 to guide the implementation of the education and science policy objectives contained in the Government Programme.

The mission of cultural policy is to support the work of professionals in the field and the active participation of ama-





teurs and audiences alike. During the year, a project was launched to improve the accessibility of municipal cultural services. The position of creative sector workers was strengthened. Successful measures were taken to promote the creative economy and cultural entrepreneurship. In sports policy, reinforcing an active lifestyle was a priority, and measures were taken to support the building of sports facilities and club activities. In the sphere of youth policy, preparation of the Child and Youth Policy Programme 2012–2015 was a key part of the activities.

The practices for granting student financial aid were adjusted to correspond with the two-step degree structure of higher education institutions.

The impact of the current economic trends on state administration became evident. The branch of administration and the Ministry will thus have to prepare for cut-backs and structural reforms required to ensure the sustainability of public finances in the years to come. The Ministry initiated a number of projects to reform structures and contents in its administrative branch. Promoting competencies, creativity and

possibilities for participation must also be seen as a key role in the future in ensuring well-being and success in Finland.

*May 2012*

*Minister of Education and Science*  
**Jukka Gustafsson**

*Minister of Culture and Sport*  
**Paavo Arhinmäki**

*Permanent Secretary*  
**Harri Skog**







# Education and science policy

Ensuring competence, well-being and competitiveness during and after a period of economic recession will require investments in education, science and innovation activities. Education and science policy will strive for extending careers, increasing the employment rate, stronger competencies, higher productivity, better quality at all levels of education, reinforcing multiculturalism and providing opportunities for lifelong learning.

Priorities of science policy will include enhancing the quality of research, improving the competitiveness of researcher training and research careers, developing the innovativeness and ability to reinvent itself in science and internationalisation.

## General education as a foundation for educational equality

The foundation of general education is ensuring and strengthening the citizens' basic security of education everywhere in the country, regardless of their place of residence, the language they speak or their financial position.

In the reporting year, the quality of basic education was developed through allocating additional resources to this area. Priorities included reducing the size of teaching groups, teaching and support measures for pupils in need of intensified and particular support, and guidance counselling. Special aid was also provided for developing club activities and school-home cooperation. EUR 30 million was granted for reducing the size of teaching groups in basic education.

The KiVa school antibullying programme, which promotes safety in school communities, was made a permanent practice at schools. The online learning and evaluation environment of learning difficulties in reading and mathematical literacy was developed further and extended to support children with an immigrant background.

A working group proposal on updated national targets and distribution of lesson hours in basic education was completed in February 2012. The reform will reinforce the teaching of practical subjects, arts and sports, civics and value education, the status of environmental education and cooperation between subjects, and diversify language programmes.

Efforts to develop general upper secondary education and the matriculation examination continued.

During the year, preparations were made for the transfer of legislation, administration and steering relating to early childhood education and day-care services to the Ministry of Education and Culture.

## Focus on completion of vocational education and training

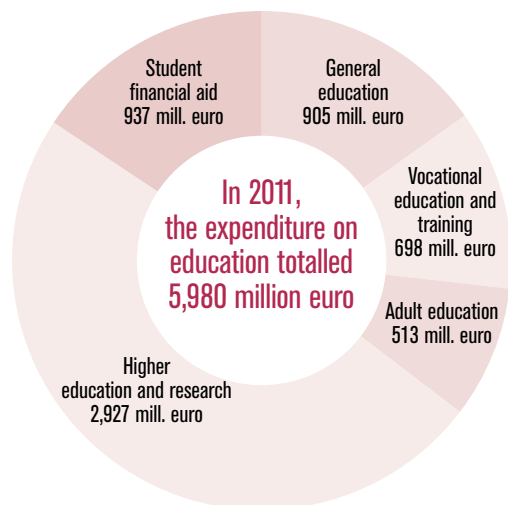
A programme to increase the completion rate of vocational education was launched in early 2011. An appropriation amounting to four million euro was allocated to fourteen network projects around the country. An updated performance-based funding mechanism was introduced, which takes better account of how the education provider has managed to improve the students' ability to obtain their degrees and find employment and, on the other hand, reduce the likelihood of delayed completion of studies or students dropping out compared to other providers.

The offer of initial vocational education and training was increased in 2011 and targeted according to labour market needs, mainly to growth centres. Particular aims included ensuring access to education and training for young people, reducing the rate of youth unemployment and preventing the exclusion of young people.

The Ministry continued the development of vocational education and training qualifications and prepared the ground for the introduction of the European credit system for vocational education and training.

A project to accelerate the action programme on improving the service capacity and developing the structure of vocational education and training continued. Three mergers of organisers and one replacement of a provider took place since the beginning of 2011. The Ministry also made decisions on granting a licence to provide education for two mergers of organisers to take place in early 2012. The total number of vocational education and training providers was 137.

The number of students in initial vocational education and training increased by some 1,350 in institutional education and reduced by more than 2,200 in apprentice-



ship training. In the reporting year, some 21,300 students received special needs education. The number of students in rehabilitative instruction and guidance for the disabled remained at the previous year's level. The student numbers in preparatory education for immigrants for vocational training also remained the same at less than 1,600 students.

A total of 1,550 students took part in preparatory instruction and guidance for initial vocational education and training, or "Job Start", which was approximately 100 more than in the previous year. Of the new Job Start students who started in the autumn, 70 per cent had completed class 9 in basic education that spring.

### Introduction of the training guarantee was prepared

As part of the social guarantee for young people contained in the Government Programme, the government will implement a training guarantee under which each student completing comprehensive school will be guaranteed a place in a general upper secondary school, vocational education and training, apprenticeship training, a workshop, or by other means. The training guarantee will be applied as a key criterion for making decisions on the number and geographical location of study places.

Education policy measures will be used to support the objectives of the social guarantee for young people. The offer of vocational education and training will be

increased, targeting regions that have fewer places than others in proportion to the size of the age class. The admission criteria will be reformed to give young people finishing basic education better access to education and training.

### Competent teaching staff plays a major role

The availability of qualified and competent teaching staff will be secured. The aim is to ensure that teachers are better qualified and have opportunities for continuing education.

The implementation of education policy reforms was supported by providing in-service training for the teaching staff. In 2011, some 50,000 people took part in education sector in-service training, which exceeds the previous year's figure by more than 20 per cent. Access to training was in particular improved by Osaava, a fixed-term programme launched in 2010. Thanks to this programme, the number of participants has gone up for the second consecutive year.

The teacher's profession continues to be popular. In 2011, there were more than 7,000 applicants for class teacher education, of whom 800 were admitted.

### Focus on adult education

Priorities in adult education and training included strengthening on-the-job training, flexible combination of education and work, increasing the quality and effective-

ness of adult education, and further development of the funding system. The offer of apprenticeship training was increased. Efforts to develop on-the-job learning and continuing education models for the higher degree continued through joint R&D projects of higher education institutions.

Extending the scope of adult education benefits increased participation in adult education beyond expectations.

A second-phase study on the performance-based funding system of vocational further education and training was started, and a project to develop the quality of apprenticeship training was implemented.

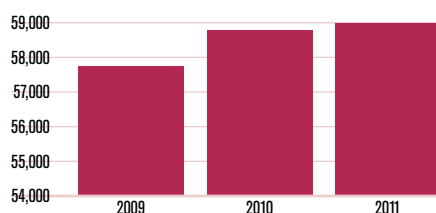
Decisions on recovering apprenticeship training funding were enforced, and a study on professional driver qualification training continued.

The Ministry continued to implement its programme to develop liberal adult education. The educational institution and provider structure was developed, and the licensing system of education providers in folk high schools was reformed. Additional resources were allocated to folk high schools to combat youth unemployment.

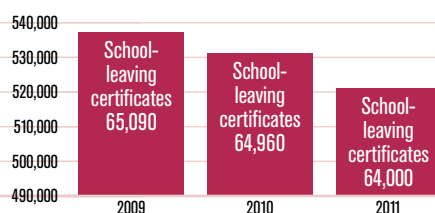
### Polytechnics reform was initiated

The polytechnics reform was initiated as indicated in the Government Programme. The reform seeks to improve the quality and effectiveness of polytechnic operation. The steering based on funding and legislation of polytechnics will be reformed from

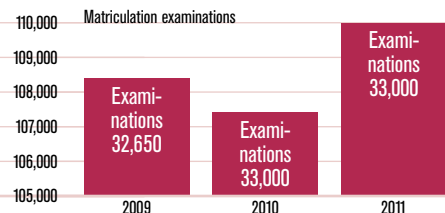
Pupils in pre-primary education



Pupils in basic education



General upper secondary students





# Education and science policy

The Education and Research Development Plan for 2011-2016:

## Educational equality from early childhood education to adult education

The plan seeks to reduce gender and regional differences in skills and education as well as the impact of socioeconomic background on participation in education. It will reinforce life-long learning and create a continuum for the education path from early childhood to adult education.

In December 2011, the government adopted a plan for the development of education and university research within the administrative branch of the Ministry of Education and Culture.

### DEVELOPMENT PLAN MAIN POINTS

Striving for equality in early childhood education and basic education

More cooperation and flexibility at the secondary level

Reinforcing higher education

Creating preconditions for leading-edge science

Aiming for adult education that is accessible to everyone

Developing student financial aid

Improving access to education

the beginning of 2014. The objectives of the reform include updating and clarifying the educational responsibilities, structures and nomenclature of polytechnics.

The effectiveness and quality of higher education studies has been the object of special monitoring and development. Goals relating to making study processes more efficient were included in the Ministry's agreements with polytechnics for the period 2010-2012.

Intake places in polytechnics will be targeted to meet regional and national needs. The intake of polytechnics will be reduced by a total of 2,030 places from 2013. The need to reduce the number of places will particularly affect the cultural sector, but also tourism, catering and household services as well as technology and transport. Most of the cutbacks will be in these sectors. Regionally, the declining age class sizes will be taken into account in the cutbacks.

## Reform of student admissions to higher education institutions underway

The Ministry worked together with higher education institutions and stakeholders to prepare the reform of student admissions to higher education. A joint online application system of polytechnics and universities will be introduced in the admissions of 2015.

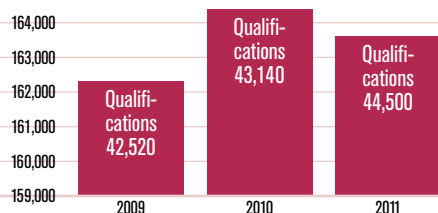
## Quality and effectiveness of universities strengthened

Universities were supported in developing the structures and content of their operation in order to enhance their quality and effectiveness. In addition, final government match-funding decisions were made concerning universities governed by public law and Aalto University. To match private donations accumulated by the end of 2011 (EUR 332 million), a total of EUR 829 million of government match funding was allocated to universities. The study process development and degree structure reform of universities were supported.

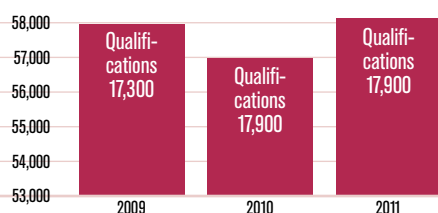
In close cooperation with stakeholders, a working group with representatives from the Ministry and universities submitted a proposal on reforming the funding model of universities from 2013. The new funding model will stress quality, impact, productivity and internationality. Possibilities for long-term development and resources for discharging their statutory duties will be ensured to all universities through basic funding. The new funding model will encourage universities to raise their profiles and deliver better quality while also providing them with an incentive for productive and cost-effective operation.

Preparations for establishing the arts university that will start operating from the beginning of 2013 were launched with the Finnish Academy of Fine Arts, the Theatre Academy Helsinki and the Sibelius Academy.

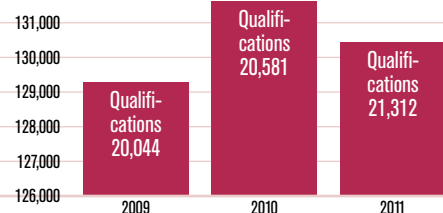
### Students in initial vocational education and training



### Students in further vocational education and training



### Students aiming for polytechnic degrees





## Impact of university reform on management and HR policy was assessed

As required by the Parliament, an assessment of the impacts of the Universities Act that entered into force in 2010 was completed in early 2012. The assessment focused on the reform's effects on the strategic management of universities, management tools and HR policy. The transition-phase impacts of the Act were examined from the perspectives of staff, administrative bodies and stakeholders.

The assessment report indicated that in its initial phase, the Universities Act reform has had a greater impact on the strategic management of universities than on their HR policy. The impacts can be seen in stronger strategic steering and financial management, development of stakeholder cooperation, and internal organisation and management systems. Impacts on tuition and research have so far been minor. The legislative reform has, indirectly at least, accelerated the strategic goal-setting of universities and the reallocation of resources that supports this goal.

## Prioritising research quality

The GNP share of R&D expenditure in Finland has remained at a good level and clearly exceeds the goal set by the European union.

A moderate increase was recorded in the number of research staff and, simi-

larly, in the proportion of doctors in those engaged in research. The number of scientific publications remained stable. An effort was made to ensure the availability of an adequate number of qualified scientists through long-term focus on researcher training and development of research careers.

The achievement of Finland's science policy objectives was promoted by taking an active part in developing the European Research Area.

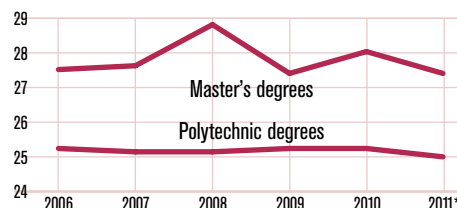
The trend in the internationalisation of Finnish research is positive, and such indicators as the total number of international scientific publications by Finnish scientists are clearly up. This trend was supported by a stronger focus on internationalisation in the strategic work of universities.

Steps were taken to strengthen the research infrastructure policy. The development of information management institutions and structures continued. An assessment of the National Library of Finland operating in conjunction with the University of Helsinki was carried out, and further measures were undertaken. Efforts were made to develop the National Digital Library.

Legislation on the Institute for the Languages of Finland was reformed, and some of the Institute's tasks were transferred to universities.

Research and Innovation Council was appointed for the government term.

## Median age of higher education graduates



\*Estimate | Source: Statistics Finland | For polytechnics, youth education

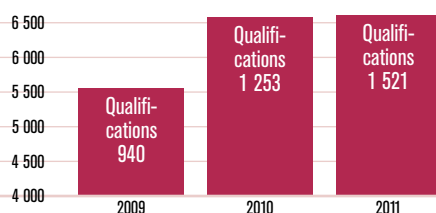
## Student financial aid to reflect two-tier degree structure in higher education institutions

Student financial aid was developed to encourage full-time and methodical study by changing the practice of granting student financial aid in a manner that reflects two-tier degree structure of higher education institutions, by more efficient monitoring of progress and by improving the adequacy of financial aid.

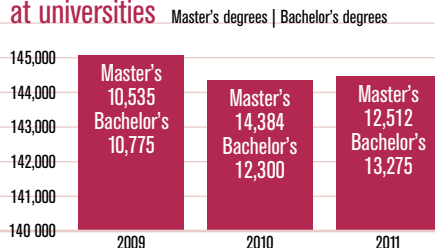
The entitlement to School transport allowance of students in general upper secondary education and vocational education and training was extended. The meal subsidies available for higher education students and additional support for student restaurants were increased.

In 2011, the expenditure on student financial aid totalled EUR 862.8 million, which is EUR 18.2 million less than in the previous year.

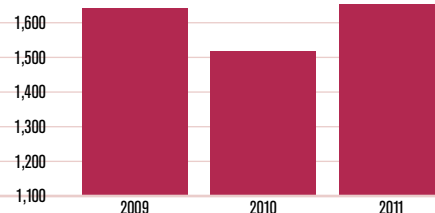
## Master's degree programme students at polytechnics



## Degree programme students at universities



## Doctorates in universities





# Culture, sports and youth policy

Finnish people take an active interest in cultural events. The demand for culture increases with a higher educational standard. The significance of culture is underlined and the foundations of the creative economy will be solidified in a civic society where ICT networks connect the citizens. The provision of cultural services is hampered by changes in population structure and the financial development of regions and municipalities, however, and new development



measures will thus be needed, while the Government Programme is bringing cutbacks and structural reforms to the cultural policy sector.

Reinforcing an active lifestyle is a key priority. The actions taken target all age groups. When granting support for constructing sports facilities, facilities that serve large user groups were favoured. Allocation of support for developing sports clubs has given new impetus to their activities.

In the sphere of youth policy, preparation of the Development Programme for Child and Youth Policy 2012–2015 was a key part of the Ministry's activities. In observance of amendments to the Youth Act that entered into force in the beginning of 2011, increasing multidisciplinary cooperation between authorities and youth outreach work were stressed.

# Culture, sports and youth policy

## Supporting the foundations of cultural life

Government appropriations for culture have increased throughout the 2000s. In 2011, the appropriations increased further by EUR 25 million from the previous year, but this trend will be overturned by the cutbacks contained in the 2012 Budget.

Central government grants to theatres, orchestras and museums increased significantly in 2008–2010, with an adjustment for the shortfall in unit prices. The effects of cutbacks made in line with the 2011 Government Programme will already be felt in these grants in the 2012 Budget. The role of the central government grant system in providing an incentive will be enhanced.

The Ministry prepared for structural reforms of the art and culture administration and continued the work to establish the Centre for Arts Promotion.

In 2007–2011, 37 projects under the EU's Culture Programme were coordinated from Finland, and they were the beneficiaries of financial support amounting to EUR 2.1 million. In addition, 53 Finnish actors were involved in projects coordinat-

ed from other countries (EUR 29.6 million of support). Funding from the media programme to Finnish beneficiaries amounted to EUR 7.5 million.

In the implementation of the Strategy for Cultural Policy 2020, the policy proposals contained in the government report on the future of culture were taken into account. The policies were passed by the Parliament in January 2011.

Projects supported under the Children and the Media programme contributed to laying a foundation for media education provided through such channels as libraries and the Internet. At the beginning of 2012, the Finnish Board of Film Classification became the Finnish Centre for Media Education and Audiovisual Media, which will increase the body's opportunities for providing media education.

The number of public libraries (main and branch libraries) continued to decrease slightly. The trend showing a slight decline in physical visits to the library while online visits increase also continues.

As part of the process to establish the National Digital Library, a shared customer interface for the materials and services of libraries, museums and archives was piloted, and the preparatory phase of a long-term preservation system of digital cultural heritage materials was launched.

There was a decrease of 18 per cent in the number of visitors to Art Centers for Children and Young People from the pre-

vious year (approx. 420,000 in 2011). The regional dance centers, which take dance as an art form to areas where the offer would otherwise be poor, were extended by another five-year period. Of performances and job opportunities offered, 85 per cent were outside the capital area.

Along with digitalisation of projection techniques at cinemas and the introduction of funding systems for digitalisation in the sector, over 70 per cent of all screens have been digitalised. This will have the effect of improving the availability of domestic films, especially in smaller towns.

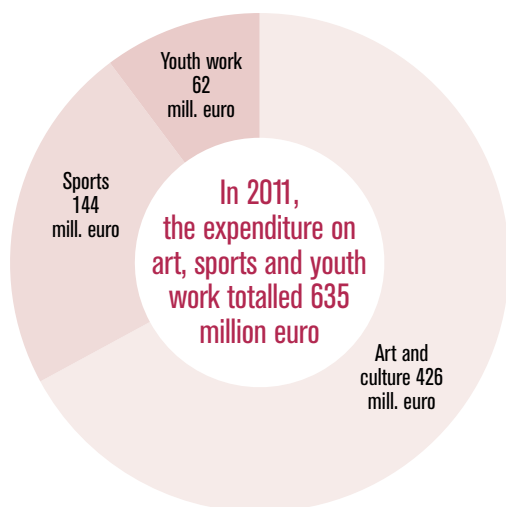
The support system for the audiovisual sector was strengthened. The measures contributed to boosting the versatility and quality of domestic films through increasing their budgets, making it possible to increase the number of filming days and to enhance the development of enterprising and employment in the sector.

The City of Turku was the European Capital of Culture in 2011.

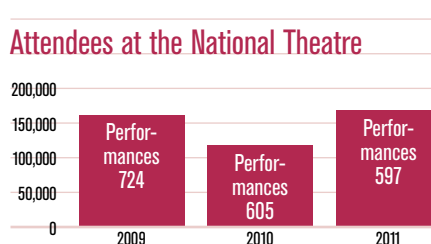
A project to develop local museum activities was implemented with the aim of improving the operating possibilities of local museums and increasing cooperation between museums. A study on a national specialist museum system was initiated.

## Conditions for creative workers were improved

The number of those working in cultural professions has increased. In 2011, this



## Attendees at the National Theatre



## Attendees at the National Opera

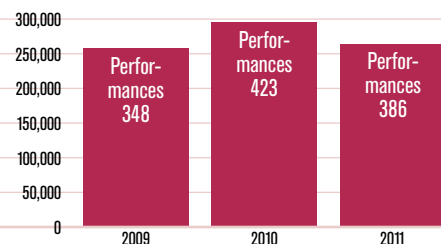




figure was some 97,000. However, professional artists in Finland only derive 50 per cent of their income from artistic activities, while this figure in other Nordic countries is 70 per cent. The number of unemployed jobseekers in the arts sector in 2011 was somewhat higher than in the previous year, but lower than in 2009.

Independent artists not employed by art institutions were in the most vulnerable position regarding work opportunities. The total amount of grants and support to artists went up slightly. The government increased the number of supplementary state artist pensions from 35 to 51 full pension equivalents. There was an increase in the number of both applicants and beneficiaries of pensions.

### Supporting creative industries

The business and other skills of companies and individuals active in the cultural sector can be significantly improved by various measures. The Ministry of Education and Culture and the Ministry of Employment and the Economy agreed upon cooperation in actions to promote the creative economy and cultural entrepreneurship.

In addition to general marketing and productisation efforts, the value of cultural exports can be increased in particular by improving the producers' ability to retain the copyrights to their products and services and by strengthening domestic interme-

diaries in order to boost sales and distribution.

A total of 22 projects had been launched under the ESF-funded national Development programme for Business Growth and Internationalization of Creative Industries by the end of 2011. EUR 11 million of development programme funding had been committed to these projects. The projects involve more than 700 companies and 3,000 people, whose skills and capacity for profitable business have been improved significantly.

### Club support improves regional availability of popular music

Funding for independent actors in the arts sector has increased in previous years with a significant growth in the number of groups and volume of activities. The so-called VARES working group completed its proposals on improving the incomes of independent artists and groups in 2011, and the Ministry intends to ensure their continued support.

In 2011, support for operating expenditure was granted to 40 independent theatrical, 17 dance and 17 circus ensembles as well as 36 orchestras and choirs, and 5 cooperation projects between independent and government-supported actors were funded. In addition, preparations were launched for the structural reform of regional dance centres, with the aim of increased cooperation in productions and

more frequent joint use of facilities with institutes that are beneficiaries of central government transfers.

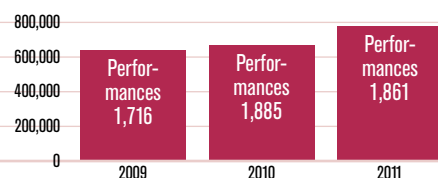
As a pilot project, a club support was introduced in 2011, the objective of which is to improve the regional availability of popular music and the operating conditions of the independent music sector. The support sum was EUR 100,000, and it was allocated and distributed by the Finnish Performing Music Promotion Centre ESEK. Club support was granted to series of concerts organised by musicians, musical societies, music clubs, concert halls, companies or individual producers.

### Kuulto project develops municipal cultural services

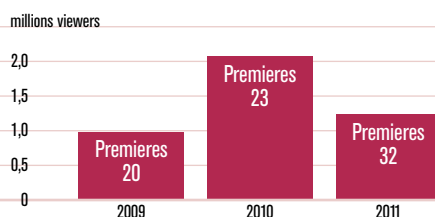
It has been established that Finland displays some of the largest regional differences in consuming culture found in the EU countries and that residents in various parts of the country do not have equal access to cultural activities. A development project of municipal cultural services titled Kuulto funded by the Ministry of Education and Culture was launched at the University of Jyväskylä in 2011. This project aims to improve the accessibility of cultural services and citizens' possibilities of exerting influence on cultural activities and services.

The project collects and disseminates information on the current availability of cultural services in municipalities and makes proposals on possibilities of organ-

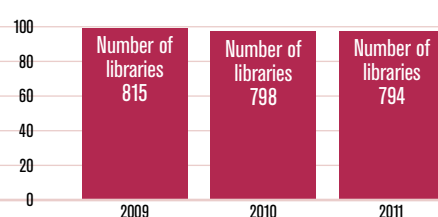
### Attendance of supported orchestras



### Viewers of domestic films at cinemas



### Total lending from public libraries million loans



# Culture, sports and youth policy

ising and producing services through new types of operating models. The project specifically targets municipalities whose resource use per resident on producing public cultural services is low or no more than EUR 0–15 a year.

## Cultural events are popular

Attendance at cultural events increased in the 2000s, and differences between various population groups have evened out. The proportion of the population attending cultural events increased from 76 to 83 per cent in the 2000s (citizens aged 10 or over attending at least one event a year), and the differences between population groups are less significant. Major differences exist between various municipalities in the provision of cultural services: 2.4 million Finnish people live in municipalities (274 municipalities) that spend no more than EUR 15 per resident on public cultural services, while the remainder (74 municipalities) spend EUR 16–70 per resident.

Awareness of the possibilities of fostering well-being through culture has increased. This provides a new springboard for improving the accessibility and availability of culture. For example, culture can be taken to hospitals, prisons, reception centres and other everyday environments to people who need its empowering effects the most.

## Copyright issues still prominent

Implementation of the national Intellectual Property Rights Strategy (IPR) continued with measures addressing copyrights. The ministerial working group on educational policy agreed to undertake a reform of the compensation system in 2012. Information, advisory and educational services relating to copyrights was supported. The Copyright Council examined the so called nPVR-services (Network Personal Video Recorder) as well as the need for legislative reforms associated with preventing access to websites or services that transmit illegal material to the public.

## Reinforcing active lifestyles

The number of people who engage in recreational exercise at least twice a week has increased. A Government resolution on policies promoting sport and active lifestyles was adopted by the government in 2008. An evaluation of its implementation indicated that most of its measures were implemented according to plan.

While children and young people today exercise more than before, only about one out of two children aged 12–14, and one out of three aged 16–18, take the recommended amount of physical exercise. Children and young people are less fit than before. The reason for this is presumed to be a decline in everyday physical activities. The proportion of the population taking recreational exercise at least four times

a week has remained more or less stable since the mid-1990s.

Measured by the number of those taking part voluntary sports activities are on a sound basis, as is the participation of children and young people in club activities.

Support for developing club activities plays a key role in reinforcing the operating conditions for sports associations. In most associations, cooperation has increased, the quality of coaching has improved and new enthusiasts have joined in. Problems in this sector include meagre resources, shortcomings in work supervision, frequent turnover of paid staff and challenges of persuading people to take part in voluntary work.

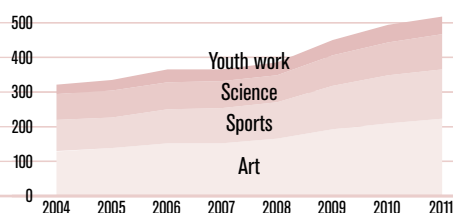
A project was launched for using sports to promote the integration of persons with immigration background.

Facilities serving large user groups were a particular target for support granted to the construction of sports facilities.

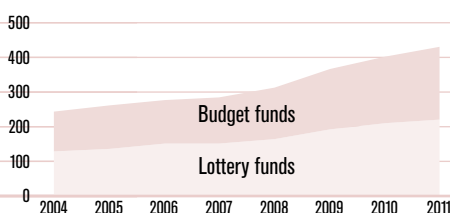
## 'School on the Move' programme extended

Surveys carried out in association with the 'School on the Move' (Liikkuva koulu) programme indicated that about one-half of lower comprehensive school pupils and only some 13 per cent of higher comprehensive pupils met the recommendation of exercising for 60 minutes daily. Boys were more likely than girls to fulfil the criteria of the recommendation. In schools that took

Lottery funds million euro



State funding for art and culture million euro





part in pilot projects under the programme, attitudes towards exercise became more positive, and nearly all projects increased the pupils' opportunities for exercising during the school day.

### Supporting elite sports

The working group on renewing high-performance sports continued its efforts. Application processes for international events of sports associations were supported, and cooperation with applicant cities was enhanced to attract major international events to Finland. The renovation of Helsinki Olympic Stadium received support. The funding plan for sports facilities for 2012–2015 includes four facilities of national importance.

In antidoping work, testing activities were boosted significantly from the previous year.

### Inclusion a priority in child and youth policy

Over the next few years, strengthening the inclusion, equality and management of everyday life of children and young people will be a priority in child and youth policy. The Child and Youth Policy Programme for 2012–2015 was adopted by the Government in December.

The plan contains national child and youth policy objectives for the government term and guidelines for regional and local work under the programme. The plan ap-

plies to those under the age of 29. It will contribute to implementing the objectives of reducing poverty, inequality and social exclusion encompassed in the Government Programme.

Consulting children and young people, promoting equal opportunities for leisure activities, opposing racism, and extending youth workshop activities are among key objectives of the programme.

Under the Youth Act that entered into force in 2006, the government will adopt a Development Programme of Child and Youth Policy every four years. This programme contains the objectives for improving the growth environment and living conditions of those under 29. The development programme implementation will be evaluated by the national Advisory Council for Youth Affairs on an annual basis.

### Young people's participation in NGO activities declining

Commitment to NGO activities is becoming less strong among the young. Membership in national youth organisations and youth work service organisations declined by more than 50,000 from 2010 till 2011. Participation outside NGOs is increasing; however, this cannot be statistically demonstrated.

The number of NGOs engaging in youth work that applied for support has increased somewhat over the last few years. A total of 53,000 children and young peo-

Child and Youth Policy  
Programme 2012-2015:

**Key aims of child and youth policy are participation, equality and managing everyday life**

Children and young people will grow to become active citizens with a sense of shared responsibility.

Children and young people have equal opportunities to participate in cultural, leisure and physical activities.

Young people find employment and their employment rate improves.

Non-discrimination is achieved.

Girls and boys have equal rights and opportunities.

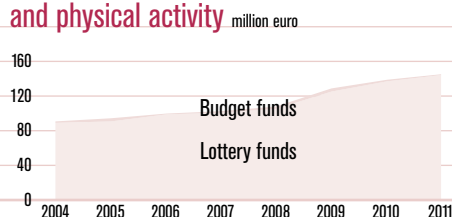
Young people have the opportunity to live autonomously.

Regardless of social background, all children and young people have access to high-quality education.

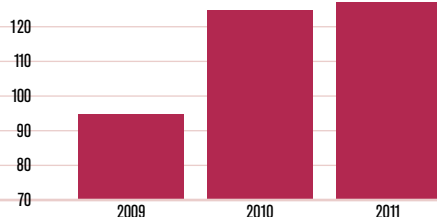
Preventive measures are taken to ensure children's and young people's well-being and health.

Matters pertaining to children, young people and families are administrated with high competence and through good collaboration.

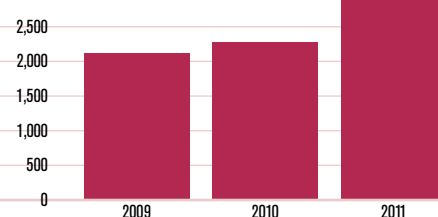
### State funding for sports and physical activity



### Sports grant beneficiaries



### Doping tests



# Culture, sports and youth policy

ple took part in clubs that support local leisure-time activities for the young age groups. The Nuori Kulttuuri ("Young Culture") programme, consultation and participation mechanisms for young people, children's parliaments and youth councils continue to be important work forms in supporting active citizenship.

In 2011, youth information and advisory services were provided in 245 municipalities (73 per cent), a figure which has shown a steady growth in recent years.

## More and more young people touched by outreach youth work

Outreach youth work has been highly successful in fulfilling its mission. During the first year of statutory outreach activities in 2011, 10,044 young people were within the sphere of influence of youth outreach work, which is an increase of 3,500 from year 2010. Outreach youth work now covers 65 per cent of the country. For the last year, the municipalities have had a statutory obligation to establish a guidance and service network for young people, which is at minimum composed of the representatives of educational, social and health care and youth services as well as the labour and police administrations. According to an evaluation report, establishment of the guidance and service networks for young people has progressed well, and such networks now exist in 60 per cent of municipalities.

As stated in the Government Programme, the goal is to extend outreach youth work to the entire country.

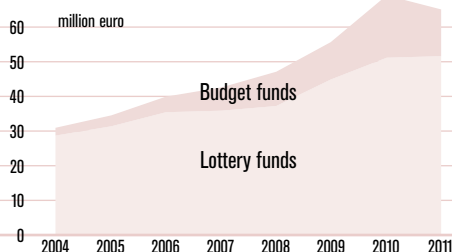
The number of youth workshops has gone down by a few units in the last two years, whereas the number of young people attending them has gone up. The proportion of young people having attended a workshop who find a place in education and training, employment or other structured activities appears to have stabilised at 75 per cent. The number of unemployed youth (31,600) was lower than in previous years.

## Minister of the Interior oversees church affairs

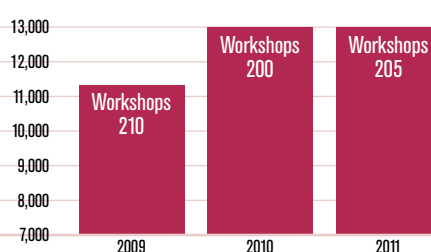
Responsibility for church affairs in the government is assumed by the Ministry of Education and Culture, which aims to protect the realisation of freedom of religion and promote the possibilities for people to profess and practise a religion. The church affairs that are within the remit of the Ministry of Education and Culture are handled in the government by Ms Päivi Räsänen, the Minister of the Interior. Religious communities in Finland include the Evangelical Lutheran Church and the Orthodox Church, which have a statutory position as public bodies, as well as religious communities, which can be established on the conditions detailed in the Freedom of Religion Act (uskonnonvapauslaki, 453/2003).

## International activities

State funding for youth work



Young people in workshop activities



The impact of international activities and international interaction was stepped up. The focus was on developing education exports and the administrative branch's cooperation with Asia as well as Latin America and the Caribbean. The Ministry of Education and Culture played an active role in developing the UN Strategy of the Finnish administration of foreign affairs as well as UNESCO activities in line with Finland's policy on UNESCO.

### EU funding for promoting skills

In order to prepare for the forthcoming EU financial framework, the effectiveness of various sectors was promoted by the Ministry. In the European Commission's proposal, EU funding will be used to promote skills, mobility, participation of young people, internationalisation, and development of the creative industries.

Active participation in preparing Finland's national reform programme based on the Europe 2020 has been productive. EU cohesion policy has been linked to key strategic priorities of development, and its implementation is embedded in Finland's National Europe 2020 programme.

During the year, preparations were made for the meetings of the EU Education Council and Competitiveness Council, and national positions were drafted on the joint Erasmus for All programme, Horizon 2020 research and innovation programme, and the ERA frame of reference (European Research Area).

The Ministry has been actively involved in the work of the European Research Area Committee (ERAC) and the SFIC, which is an international forum for R&D activities.

### Asia and Latin America prioritised in cooperation

Cooperation with Asian countries was developed through visits, other joint actions, and memorandums of understanding. The Memorandum of Understanding signed in autumn 2011 by the Ministry of Education and Culture and the Chinese Ministry of Science and Technology on developing and intensifying science cooperation will be an important instrument of collaboration. Together with the Ministry for Foreign Affairs and the Centre for International Mobility and Cooperation CIMO, the Ministry of Education and Culture also agreed to send an expert in higher education and science to Beijing.

The Ministry initiated a study on cooperation between the Ministry of Education and Culture's administrative branch and Latin American and Caribbean states to chart strategic priorities. Together with CONICYT from Chile, the Ministry will be responsible for leading the EU – Latin America and Caribbean summit action plan part on 'ICT for societal challenges' in the science and technology section.

In addition, workshops on educational themes were organised with various Latin American countries, and several delegations visiting Finland to study the Finnish educational system were hosted.

### Seventy actors in the educational export cluster

Future Learning Finland, an educational export cluster project involving over 70 Finnish actors, was launched. Under this project, flagship product areas have been charted, sub-clusters have been launched and a shared online platform was created for the actors. Joint education and marketing events and trips for the actors were also organised.

### Finland held the presidency of the Nordic Council of Ministers

During Finland's presidency of the Nordic Council of Ministers, preparations were made for the Nordplus programming period 2012–2016, a decision to continue the Nordic Master programme was made, and a letter of intent on education and research cooperation was signed between the Nordic Council of Ministers and Russia. A new eScience research programme was also launched during the year, and a decision was made to initiate a Nordic educational research programme.

The Nordplus programme promotes educational cooperation between the Nordic and Baltic countries by granting support for mobility, projects and networks for students and teachers in basic education, secondary level and higher education institutions and in the sphere of adult education.

A Nordic Climate Day for schools was organised for the third time. Progress was also made in the plans to build a "Baltic Ring" information network to connect the Baltic Rim countries, and the top-level research initiative (TFI) in the climate, energy and environmental sector was continued. At the conferences and meetings of the presidency period, such themes as mobility, multiculturalism, prevention of exclusion, Nordic language issues, sustainable development and eScience were discussed.

In the cultural sector, two Nordic meetings of the Ministers of Culture were organised, as well as one meeting of the Ministers of Culture in the Nordic and Baltic countries. The management team of KreaNord, a body whose mission is to promote the creative economy, also met four times. Seven cultural forums or presidency events were held as part of the presidency programme. Implementation of the Northern Dimension Partnership on Culture activities, which were prepared during Finland's previous presidency of the Nordic Council of Ministers, was initiated in 2011. Finland will hold the presidency of this partnership in 2012.





Ad-  
minis-  
tration





The effects of economic trends were reflected in the central government and the activities of the Ministry of Education and Culture's administrative branch.

The branch and the Ministry must thus be prepared for possible additional measures required to ensure the sustainability of public finances. The savings indicated in the Government Programme will mainly fall in the period 2012–2014.

Promoting competences, creativity and possibilities for participation will play a key role in ensuring well-being and success in Finland, also in the future.

# Administration

The Ministry began the implementation of the Government Programme on many levels in 2011. It initiated a number of projects to reform the structures and content of its administrative branch. In particular, reforms relating to the funding, structures and steering of the education and research system made a significant impact on the operation of the administrative branch. In the cultural sector, cutbacks will have a major impact on the operation of such actors as the National Board of Antiquities.

A study was completed on the administrative structure and steering in the administrative branch of the Ministry of Education and Culture. Based on the study, the administrative structure will be made more compact than today.

The Arts Council of Finland will reinvent itself as the Centre for Arts Promotion from the beginning of 2013. The objectives of this reform include clarifying the

agency's structure and reorganising its activities to form larger wholes.

Preparations for turning the Finnish National Gallery into a foundation were launched as indicated in the Government Programme. This process, which will be completed in 2014, is likely to have a positive impact on the flexibility of museum operations and museums' ability to diversify their funding base. The expenditure on the National Gallery amounting to some EUR 20 million will be financed from lottery funds, thus putting lottery funds allocated to culture under increasing pressure.

A study was launched on the position of the Finnish Institute for Russian and Eastern European Studies. Preparative work for forming an Education Evaluation Centre was also initiated.

The Ministry of Education and Culture took part in cross-administrative projects under the Government Programme, includ-

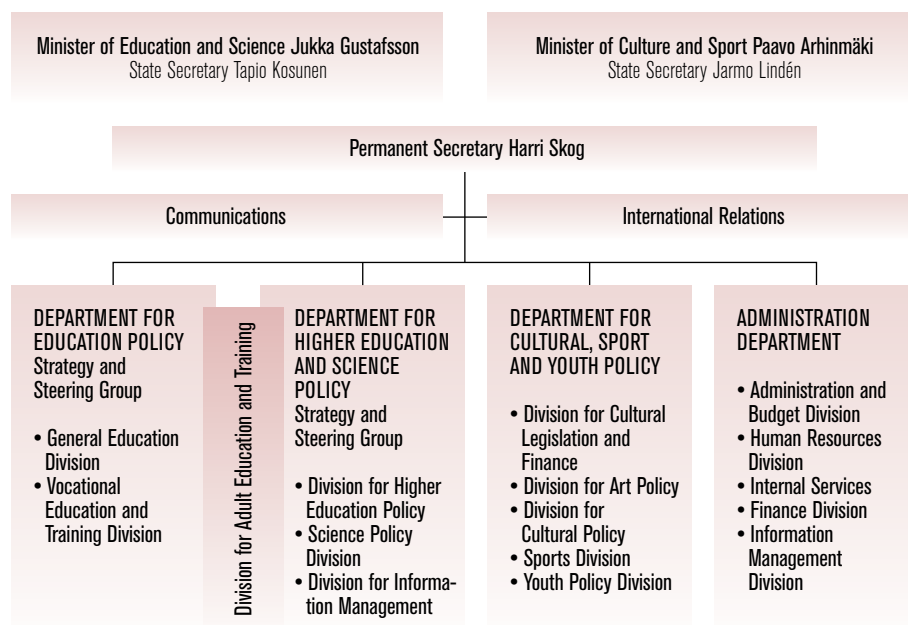
ing the social guarantee project, strategic work on working life development, development of the administration and, in particular, the launch of the productivity and effectiveness programme, the central government administration project, and work to prepare for the municipal reform.

In 2011, state ownership in Service Centre for Universities Certia Oy, which was incorporated in 2010, was relinquished. The shares were sold to Certia Oy.

In the internal activities of the Ministry, cutbacks required to balance the finances continued. The organisation was also reformed. Education and science policy tasks were reorganised into the Department for Education Policy, the Department for Higher Education and Science Policy and the Division for Adult Education and Training. In addition, the structure of the Administration Department and the Department for Cultural, Sport and Youth Policy was made more compact.

The Ministry supported the development of management and supervisory work as well as the promotion of skills and well-being at work. The structure and contents of performance and development discussions were updated, taking in account the perspectives of skills and well-being at work. The risks and harmful effects of the working environment and work were studied in cooperation with the occupational health care services.

## Organisation of the Ministry of Education and Culture





A document management system, SALAMA, was introduced in 2011, while the Eduuni working facilities service intended for the entire sector offers online working facilities for networks, projects and organisations. The Ministry of Education and Culture takes part in the joint information security levels project initiated by the Ministry of Finance, which aims to issue guidelines and tools for implementing basic level information security.

The efficiency of auditing activities was improved by outsourcing services for the audits of central government grants and state support following the audit plan for 2010–2011. The administration and control systems of the EU's Lifelong Learning Programme and Youth in Action Programme were assessed and audited. The Ministry also took part in audits conducted by the National Audit Office of Finland and the European Commission.

Pupils, students and degrees <sup>1</sup>	2008	2009	2010	2011
<b>Pre-primary education</b>				
• Pupils	56,650	57,750	58,770	59,000
<b>Basic education</b>				
• Entrants	57,030	56,770	57,880	57,500
• School-leaving certificates	66,810	65,090	64,960	64,000
• Pupils	544,410	536,780	530,680	521,000
<b>General upper secondary schools</b>				
• Entrants	38,750	38,060	38,000	38,000
• Matriculation examinations <sup>2</sup>	32,600	32,650	33,000	33,000
• Students	110,080	108,390	107,400	110,000
<b>Initial vocational education and training <sup>3</sup></b>				
• Entrants	68,400	67,370	67,630	66,400
• Qualifications	39,110	42,520	43,140	44,500
• Students <sup>4</sup>	161,670	162,300	164,390	163,520
<b>Further vocational education and training <sup>5</sup></b>				
• Entrants	32,500	31,700	30,400	30,400
• Qualifications	17,700	17,300	17,900	17,900
• Students in institutional education and training	34,000	28,900	28,800	28,800
• Students in apprenticeship training	27,231	29,025	27,181	29,410
<b>Polytechnic degrees</b>				
• Entrants	32,590	33,676	33,978	34,963
• Qualifications	20,951	20,044	20,581	21,312
• Students	127,875	129,282	131,595	130,400
<b>Polytechnic Master's degrees</b>				
• Entrants	1,990	2,308	2,722	2,800
• Qualifications	681	940	1,253	1,521
• Students	3,453	5,557	6,580	6,600
<b>University degrees</b>				
• Entrants	19,643	20,169	19,988	20,119
• Bachelor's degrees awarded	13,876	10,775	12,300	13,275
• Master's degrees awarded	21,825	10,535	14,384	12,515
• Students	140,558	145,033	144,321	144,441
<b>Doctorates</b>	1,527	1,642	1,518	1,653

1) Education within the remit of the educational administration. The figures for entrants in basic education, general upper secondary schools and initial and further vocational education and training (VET), for school-leaving certificates, vocational and further vocational qualifications and for foreign students for 2010 are estimates. The numbers of students in pre-primary, basic, general upper secondary and initial VET as well as in further VET organised as apprenticeship training are based on the numbers specified in central government transfers to education and training providers. The figures for polytechnics are actual figures from 2010.

2) Excluding education leading to IB and Reifeprüfung certificates.

3) Including institutional and apprenticeship training leading to a vocational qualification both in the form of curriculum-based VET and training preparing for a competence-based qualification.

4) Including non-degree students.

5) Entrants and qualifications include institutional and apprenticeship training leading to further and specialised vocational qualification

# Statistics

## Adult education <sup>1</sup>

		2007	2008	2009	2010	2011
Upper secondary schools	• Entrants	4,300	4,200	4,200	–	–
	• Students	11,500	11,200	11,200	–	–
Institutional training leading to a competence-based qualification	• Entrants	7,820	8,270	10,160	10,690	11,000
	• Qualifications	4,220	3,650	4,230	4,250	5,200
	• Students	13,300	14,020	15,460	17,260	17,960
Initial VET provided as apprenticeship training	• Entrants	12,280	12,360	7,050	6,840	5,400
	• Qualifications	3,460	4,050	5,590	5,920	5,800
	• Students	19,730	22,830	18,380	15,190	12,960
Institutional training leading to further and specialist vocational qualifications	• Entrants	16,890	17,230	18,490	17,830	17,800
	• Qualifications	8,830	7,800	8,270	7,640	7,700
	• Students	36,945	35,452	37,646	38,205	38,100
Apprenticeship training leading to further and specialist vocational qualifications	• Entrants	16,050	15,600	13,020	14,800	15,200
	• Qualifications	7,520	8,100	8,220	8,360	8,400
	• Students	35,344	37,807	36,748	36,094	36,250

<sup>1</sup>) Education within the remit of the educational administration. The figures for entrants in general upper secondary schools and initial and further VET as well as vocational and further vocational qualifications for 2011 are estimates.

## Immediate placement of school-leavers in further education or training, %

	2008	2009	2010	2011*
Placement in VET leading to a vocational qualification	44.2	44.0	43.8	44.1
• qualifying education	41.9	41.2	40.7	41.5
• preparatory courses**	23	2.8	3.1	3.1
Placement in general upper secondary education	50.6	50.2	50.4	51.2
Placement in voluntary additional basic education				
• in basic education	2.0	2.0	2.0	2.0
• in folk high schools	0.5	0.5	0.5	0.5
Qualifying education, total	92.5	91.4	91.1	92.2
Additional and preparatory education, total	4.8	5.3	5.6	5.6
Total	97.3	96.7	96.7	97.8

Source: Statistics Finland. | The figures for those placed in voluntary additional basic education are estimates. | \*Estimate for 2011

\*\*Includes rehabilitative instruction and guidance for the disabled, preparatory education for immigrants for vocational training, home economics courses and preparatory instruction and guidance for initial VET (Job Start training).

## Teaching group size in primary education, %

	2008	2010
1-9 pupils	0.82	0.93
10-14 pupils	7.89	8.89
15-19 pupils	30.28	33.12
20-24 pupils	40.76	40.32
25-29 pupils	17.82	15.04
Over 30 pupils	2.44	1.7

## Qualification holders: employment and placement in further education, % <sup>1</sup>

		2005	2006	2007	2008	2009	2010	2011
Matriculation examination	• Full-time employed	17.9	18.0	19.0	18.0	17.0	17.0	16.0
	• Employed students	22.7	24.1	25.8	25.0	24.5	24.0	23.0
	• Full-time students	40.8	38.8	37.1	39.0	41.0	42.0	45.0
Vocational qualification (curriculum-based)	• Employed	61.4	63.3	66.7	65.0	63.5	64.0	65.5
	• Students	10.2	9.3	8.9	8.7	10.0	9.5	9.5
Vocational qualification (competence-based)	• Employed	77.1	81.4	83.2	82.1	80.0	81.0	82.0
	• Students	3.0	2.9	2.7	3.0	3.0	3.0	3.0
Further vocational qualification	• Employed	81.0	84.0	85.4	85.0	84.0	84.5	85.0
	• Students	3.0	2.7	2.5	2.8	3.0	3.0	2.5
Specialist vocational qualification	• Employed	95.6	96.2	96.1	96.4	95.5	96.0	96.5
	• Students	0.5	0.8	0.7	0.5	0.5	0.5	0.5
Polytechnic degree, youth education	• Employed	83.0	84.0	86.2	87.2	84.0	86.0	87.0
	• Students	4.6	4.5	3.8	3.3	4.0	4.0	4.0
Polytechnic degree, adult education	• Employed	91.0	90.9	91.5	92.5	91.0	92.0	92.0
	• Students	1.3	1.3	1.3	1.2	1.4	1.4	1.4
Master's degree	• Employed	84.2	84.9	85.0	85.6	84.5	85.0	85.5
	• Students	4.3	5.0	4.5	3.8	5.3	5.0	5.0
Doctorate	• Employed	83.4	80.5	79.4	80.6	81.0	82.0	83.0
	• Emigrated	7.1	8.3	9.5	8.2	9.0	8.0	8.0

1) Source: Employment statistics by Statistics Finland. Describes placement in employment and further studies at the end of the period of those having qualified in the previous year. Employed students are included in the employed, excluding those having completed matriculation examination, who have been classified as their own category. The 2009 figures for VET are estimates.

## Proportion of qualified, %

	2008	2009	2010*	2011*
General upper secondary education (3 years)	79.1	79.4	79.2	80.0
Vocational qualification (3 years)	58.1	59.5	60.0	61.0
Polytechnic degree (5 years)	59.8	69.9	64.0	66.0
Bachelor's and Master's degree (7 years)	55.8	51.4	60.0	64.0

\*Figures for 2010 and 2011 are estimates | Source: Statistics Finland. Only includes education and training within the remit of the educational administration. Education and training preparing for a competence-based vocational qualification and apprenticeship training are not included. For Bachelor's and Master's degrees, refers to the proportion of those having obtained their targeted degree, or the highest degree for which the student has study rights. The figure for 2009 is an estimate as regards education and training leading to a vocational qualification.

## Internationalisation of polytechnics

	2007	2009	2011
Foreign degree students	5,406	7,113	7,892
Student and trainee exchanges to and from Finland exceeding 3 months	7,182	7,556	8,539



# Statistics

## Mobility of university students and trainees

	2007	2009	2011
Foreign students	4,151	6,984	7,809
Total of exchange students (stays exceeding 3 months)	9,254	10,327	10,257

## Teaching staff participation in in-service training\*

	2008	2009	2010	2011
Basic and general upper secondary education	21,550	21,000	30,040	32,000
Vocational and adult education	4,540	4,500	9,900	8,000
Liberal adult education	680	640	1,730	1,500

\*In-service training organised by the National Board of Education and regional governments/regional state administrative agencies, including the Osaava programme as from 2010.

## Teacher qualifications\*

	2008	2009	2010	2011
Proportion of qualified general education teachers, %	88	89	90	90
Proportion of qualified initial VET teachers, %	75.2	78	79	79

\*Full-time teachers | Estimate for 2011

## R&D at polytechnics

	2008	2009	2010
R&D expenditure (million euro)	89.2	123.7	148.4
Share in total funding of funding subject to national competition	0.4	0.6	0.8
Person-years dedicated to R&D, proportion of the number of full-time teachers, %	23.7	28.2	18.3*

\*Figures for 2010 calculated as a proportion of person-years spent on R&D/total person-years of full-time teachers

## R&D expenditure

	Companies		Public sector		Higher education sector		Total	Change in real terms	Proportion of GNP
	mill. euro	%	mill. euro	%	mill. euro	%	mill. euro	from previous year, %	spent on R&D, %
2000	3,135.9	70.9	497.4	11.2	789.3	17.8	4,422.6	11.1	3.34
2005	3,876.9	70.8	554.7	10.1	1,042.1	19.0	5,473.8	3.7	3.48
2008	5,102.0	74.3	588.5	8.6	1,180.6	17.2	6,871.1	6.9	3.72
2009	4,847.2	71.4	656.5	9.7	1,282.8	18.9	6,786.5	-2.6	3.92
2010	4,854.5	69.6	692.0	9.9	1,424.8	20.4	6,971.3	1.6	3.89*

\*Arvio

## Beneficiaries of student financial aid Study grant, housing supplement, school transport subsidy and government guarantees for study loans

	2009	2010	2011
General upper secondary schools	32,057 (30%)	31,815 (29%)	30,393 (28%)
Vocational institutions*	109,003 (63%)	110,897 (62%)	109,585 (62%)
Polytechnics	93,336 (72%)	93,356 (72%)	91,289 (70%)
Universities	92,188 (64%)	93,147 (62%)	91,409 (61%)

The table does not include beneficiaries of student financial aid registered by the Social Insurance Institution who study in institutions not listed and foreign institutions.

\*New definition: proportion of students in institutional initial or further VET who are beneficiaries of aid

## Enhancement of cultural life

	2009	2010	2011
Government support for art*, million euro	483.5**	400.6	426.1
Supported theatres:			
• Person-years (granted funding)	2,469	2,469	2,469
• Performances	11,534	11,941	12,198
Supported orchestras:			
• Person-years (granted funding)	1,033	1,033	1,033
• Concerts	1,716	1,885	1,861
Finnish National Opera			
• Personnel on monthly salaries	544	540	538
• Performances	348	423	386
Finnish National Theatre			
• Personnel	333	330	346
• Performances	724	605	597
Funding granted to museums, person-years	1,158	1,183	1,183
Cooperation projects supported by the EU's Culture Programme***	17	13	13
Finnish beneficiaries of the MEDIA programme, million euro	2.1	1.5	1.2
Partners in the Finnish-Russian Cultural Forum	113	203	153

\*Administrative branch of the MEC

\*\*Central government transfers to public libraries and cultural services in municipalities were moved to the main title of the Ministry of Finance in the 2010 Budget, and the appropriations for 2009 are thus not directly comparable with those for 2010 and 2011. The total of such transfers in the 2009 Budget was approx. EUR 125 million.

\*\*\*involving Finnish actors as organisers

## Culture and the citizens

	2009	2010	2011
Attendees of supported theatres and the Nat. Theatre	2,419,000	2,502,000	2,507,000
• Government support/attendee, euro	20	22.9	23.2
Audience contacts of the Finnish National Theatre	162,000	116,000	167,000
• Government support/contact, euro	61	97	67
Attendance of supported orchestras	639,000	670,000	777,000
• Government support/attendee	29	32	28
Audience contacts of the Finnish National Opera	258,000	295,000	264,000
• Government support/audience contact, euro	133	125	143
Visitors to government-supported museums	3,347,000	3,401,000	-
• Government support/visitor to supp. museums, euro	9	11	-
Premiers of domestic films	20	23	29
Attendees of domestic films at cinemas	990,000	2,073,000	1,214,000
Main and branch libraries	815	798	787
Library lending, total of loans	98,735,000	96,228,000	94,000,000
Physical library visits	54,319,000	52,647,000	50,000,000
Virtual library visits	51,503,000	57,078,000	57,300,000
Attendance at cultural events	1,870,000	2,030,000	-

## Workers in the creative sector

	2009	2010	2011
Artist grants and support, 1,000 euro*	18,486	19,013	19,873
Beneficiaries/applicants for new annual grants	277/1,979	277/1,985	286/1,971
Beneficiaries/applicants for new annual grants, %	14	14	15
Workers in cultural sector prof. (Labour Force Survey)	89,553	92,783	97,310
Unemployed jobseekers in art sector professions	4,418	4,274	4,315
Total number of artist pensions (31 Dec)	1,049	1,027	-
Beneficiaries/applicants for new artist pensions, %	8.88	7.98	13.33
Free actors receiving central government grants	83	-	85
Free groups receiving grants for their operating expenditure	66	-	108

\*Support granted to individuals and groups, excluding organisations.

Salaries for artist professors and provincial artists and art prizes are not included.

## Promotion of an active lifestyle

	2009	2010	2011
Those aged 15–64 years who exercise twice a week, %*			
• men	66	69	69
• women	72	74	74
Those aged 15–64 years who exercise 4 times a week, %**			
• men	31	30	30
• women	32	34	34

\*Health Behaviour and Health among the Finnish Adult Population study 2010, 2011 data an estimate by the MEC (exercising for a minimum of 30 minutes so that you get at least slightly out of breath and perspire).

\*\*National Institute for Health and Welfare, Health Behaviour and Health among the Finnish Adult Population study 2010, 2011 data an estimate by the MEC

## Voluntary sports activities

	2009	2010	2011
Participants in voluntary sports activities, million	1.1	1.1	1.1
Participation of children and young people (aged 6–18 years)	424,000	424,000	424,000
• boys	234,000	234,000	234,000
• girls	190,000	190,000	190,000

Source: National Sports Study 2010 | Data for 2011 is an estimate.

# Statistics

## Sports grants and doping tests

	2009	2010	2011
Sports grants	95	125	127
Doping tests completed	2,128	2,284	3,286
• Tests by the Finnish AntiDoping Agency	1,810	2,147	3,126
• Tests by national sports organisations	14	9	7
• Tests by an international sports organisation/WADA	304	128	153

## Active citizenship of young people

	2009	2010	2011
Supported organisations in the sector*	68+54=122	69+62=131	68+65=133
Members aged under 29 in supported youth organisations**	644,000	-	590,000
Youth information and advisory services/Municipalities	233 (67%)	241 (70%)	245 (73%)
Youth information and advisory services/Young people	87%	87%	-

\*National youth organisations and youth work service organisations + NGOs engaged in youth work

\*\* Only members of national youth organisations and youth work service organisations shown

## Youth workshop activities

	2009	2010	2011
Workshops	210	200	205
Young people attending workshops/year	11,304	13,000	13,000
Placements in education and training, employment or other structured activities, %	76	75	75
Unemployed young people	34,700	33,200	31,600
Outreach youth work*			
• Young people reached	3,363	5,724	10,044
• Outreach youth work employees	135	264	272**
Guidance and service networks for young people*			
• Networks established, municipalities			203
• Pending			60
• No response or a network not established			57

\*Act entered into force on 1 Jan 2011

\*\*Based on numbers reported by central government grant beneficiaries in their applications in 2011

## Lottery funds and budget funds granted for the same purposes

million euro	2006	2007	2008	2009	2010	2011
Central government transfers for LIBRARY operating expenditure	90.8	110.6	115.2	119.5	-	-
• Lottery funds	39.9	36.5	24.7	13.1	-	-
• Budget funds	50.9	74.1	90.5	106.4	*	-
SCIENCE	261.3	270.6	283.7	332.1	355.1	388.3
• Lottery funds	79.5	76.6	77.1	86.9	95.8	100.3
• Budget funds	181.8	194.0	206.6	245.2	259.3	286.0
ART	274.3	281.6	311.2	363.9	400.6	425.1
• Lottery funds	150.4	152.3	164.5	191.3	209.3	220.3
• Budget funds	123.9	129.3	146.7	172.6	191.3	209.8
SPORT	99.1	101.4	106.7	127.6	137.6	142.3
• Lottery funds	97.8	100.1	104.0	124.3	135.8	141.9
• Budget funds	1.3	1.3	2.7	3.3	1.8	0.6
YOUNG PEOPLE	39.9	42.7	47.0	55.6	69.3	65.2
• Lottery funds	35.2	36.0	37.4	44.7	51.3	51.6
• Budget funds	4.7	6.7	9.6	10.9	18.0	13.7
Total of lottery funds excluding libraries	362.9	365.0	383.2	447.2	492.3	514.1
Total of lottery funds	402.8	401.5	407.9	460.3	492.3	514.1

\*Since 2010, central government transfers for library operating expenditure are funded under the main title of the Ministry of Finance.



## Ministry of Education and Culture final accounts million euro

	2010	2011	2012
Total for the main title	6,374	6,730	6,644
ADMINISTRATION, CHURCH AFFAIRS AND CORE OUTLAYS	116	115	118
BRANCH OF THE MINISTER OF EDUCATION AND SCIENCE	4,769	5,043	4,941
• General education	842	905	964
• Vocational education and training	675	698	731
• Adult education	498	513	516
• Higher education and research*	2,754	2,927	2,731
BRANCH OF THE MINISTER OF CULTURE AND SPORT	1,489	1,572	1,582
• Student financial aid	881	937	937
• Art and culture	401	426	430
• Sport	138	144	147
• Youth work	69	65	70

\*Total for 2011 includes EUR 236 million of one-off capital investments in universities. Change excluding these items is +2%.

## Agencies and state-owned companies subordinate to the Ministry of Education and Culture

In addition to the actual Ministry of Education and Culture, the Ministry's administrative branch includes sixteen agencies and two limited companies fully owned by the state.

• National Archive	• Student Financial Aid Appeal Board	• Finnish Institute for Russian and East European Studies
• Celia - Library for the Visually Impaired	• Academy of Finland	• Matriculation Examination Board
• Centre for International Mobility (CIMO)	• Governing Body of Suomenlinna	
• National Audiovisual Archive	• Arts Council of Finland	• CSC Finnish IT Centre for Science
• Research Institute for the Languages of Finland	• The Finnish Centre for Media Education and Audiovisual Media (MEKU)*	• Veikkaus Oy
• National Board of Antiquities	• Finnish National Gallery	
• Finnish National Board of Education	• National Repository Library	*Since 1.1.2012, former Finnish Board of Film Classification

## Ministry of Education and Culture, Finland | Contact information

Postal address: P.O. Box 29, FI-00023 Government Finland | Visiting address: Meritullinkatu 10, Helsinki | Tel: +358 2953 30004 (Switchboard) | Fax: +358-(0)9-135 9335 (Registry)  
E-mail: kirjaamo@minedu.fi , forename.surname@minedu.fi | www.minedu.fi





Opetus- ja kulttuuriministeriö

Undervisnings- och kulturministeriet

Ministry of Education and Culture

Ministère de l'Éducation et de la culture

Ministry of Education and Culture Publications 2012:26

ISBN 978-952-263-156-5 (painettu) | 978-952-263-157-2 (PDF)  
ISSN-L 1799-0343 | ISSN 1799-0343 (painettu) | ISSN 1799-0351 (PDF)  
This publication is available at: [www.minedu.fi/julkaisut](http://www.minedu.fi/julkaisut)